

White Knoll Elementary

132 White Knoll Way
West Columbia, South Carolina 29170

Grades	PK-5 Elementary School	
Enrollment	972 Students	
Principal	Janet H. Malone	803-957-7700
Superintendent	Dr. Karen C. Woodward	803-951-8363
Board Chair	Albert J. Dooley Jr.	803-359-0844

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
5	37	12	0	1

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Below Average	No
2004	Good	Average	Yes
2005	Good	Unsatisfactory	Yes
2006	Good	Unsatisfactory	Yes

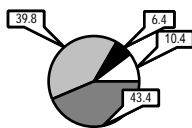
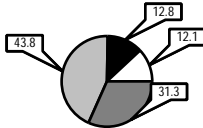
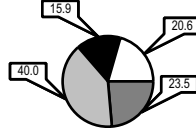
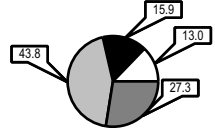
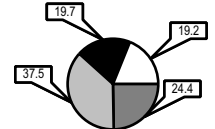
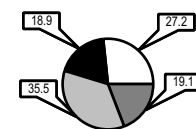
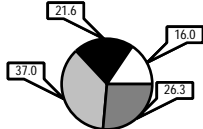
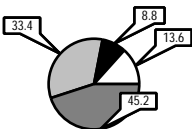
DEFINITIONS OF SCHOOL RATING TERMS





- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	450	99.1	9.4	39.6	43.2	7.8	62.3	Yes	Yes
Gender									
Male	217	98.2	12.4	45.5	38.6	3.5	54.5	N/A	N/A
Female	233	100.0	6.8	34.2	47.3	11.7	69.4	N/A	N/A
Racial/Ethnic Group									
White	376	99.5	8.7	40.0	43.4	7.9	63.1	Yes	Yes
African American	41	100.0	17.9	35.9	41.0	5.1	51.3	I/S	Yes
Asian/Pacific Islander	14	100.0	0.0	23.1	53.8	23.1	84.6	I/S	I/S
Hispanic	10	80.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	397	99.0	6.7	39.7	46.4	7.2	65.3	N/A	N/A
Disabled	53	100.0	30.6	38.8	18.4	12.2	38.8	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	450	99.1	9.4	39.6	43.2	7.8	62.3	N/A	N/A
English Proficiency									
Limited English Proficient	7	71.4	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	443	99.5	9.5	39.1	43.4	7.9	62.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	125	98.4	16.2	40.5	37.8	5.4	51.4	Yes	Yes
Full-pay meals	325	99.4	7.0	39.3	45.0	8.6	66.1	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	450	100.0	11.9	43.5	30.8	13.8	60.0	Yes	Yes
Gender									
Male	217	100.0	12.1	40.8	31.1	16.0	60.7	N/A	N/A
Female	233	100.0	11.7	45.9	30.6	11.7	59.5	N/A	N/A
Racial/Ethnic Group									
White	376	100.0	10.4	41.5	33.9	14.3	63.9	Yes	Yes
African American	41	100.0	25.6	51.3	10.3	12.8	33.3	I/S	Yes
Asian/Pacific Islander	14	100.0	0.0	46.2	30.8	23.1	69.2	I/S	I/S
Hispanic	10	100.0	40.0	50.0	10.0	0.0	20.0	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	397	100.0	10.3	42.5	33.5	13.7	63.6	N/A	N/A
Disabled	53	100.0	24.5	51.0	10.2	14.3	32.7	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	450	100.0	11.9	43.5	30.8	13.8	60.0	N/A	N/A
English Proficiency									
Limited English Proficient	7	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	443	100.0	11.6	43.0	31.4	14.0	60.6	N/A	N/A
Socio-Economic Status									
Subsidized meals	125	100.0	17.7	47.8	23.0	11.5	49.6	Yes	Yes
Full-pay meals	325	100.0	9.8	41.9	33.7	14.6	63.8	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	450	99.6	20.0	39.9	23.2	16.9	40.1
Gender							
Male	217	99.1	20.1	37.3	22.5	20.1	42.6
Female	233	100.0	19.8	42.3	23.9	14.0	37.8
Racial/Ethnic Group							
White	376	100.0	18.8	38.9	24.6	17.6	42.3
African American	41	100.0	35.9	38.5	12.8	12.8	25.6
Asian/Pacific Islander	14	100.0	7.7	30.8	38.5	23.1	61.5
Hispanic	10	80.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	397	99.5	18.3	39.8	25.2	16.7	41.9
Disabled	53	100.0	32.7	40.8	8.2	18.4	26.5
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	450	99.6	20.0	39.9	23.2	16.9	40.1
English Proficiency							
Limited English Proficient	7	71.4	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	443	100.0	19.7	39.7	23.5	17.1	40.6
Socio-Economic Status							
Subsidized meals	125	98.4	31.5	39.6	14.4	14.4	28.8
Full-pay meals	325	100.0	15.9	40.0	26.3	17.8	44.1

Social Studies							
All Students	450	99.6	12.4	43.7	27.0	16.9	43.9
Gender							
Male	217	99.1	12.7	40.2	27.9	19.1	47.1
Female	233	100.0	12.2	46.8	26.1	14.9	41.0
Racial/Ethnic Group							
White	376	100.0	12.3	42.9	27.5	17.4	44.8
African American	41	100.0	15.4	48.7	20.5	15.4	35.9
Asian/Pacific Islander	14	100.0	0.0	38.5	30.8	30.8	61.5
Hispanic	10	80.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	397	99.5	11.7	42.4	28.6	17.2	45.9
Disabled	53	100.0	18.4	53.1	14.3	14.3	28.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	450	99.6	12.4	43.7	27.0	16.9	43.9
English Proficiency							
Limited English Proficient	7	71.4	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	443	100.0	12.6	43.0	27.3	17.1	44.4
Socio-Economic Status							
Subsidized meals	125	98.4	16.2	50.5	20.7	12.6	33.3
Full-pay meals	325	100.0	11.1	41.3	29.2	18.4	47.6

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	168	100.0	6.3	30.6	55.6	7.5	63.1
	4	136	100.0	13.0	48.8	35.0	3.3	38.2
	5	178	100.0	17.9	42.6	38.3	1.2	39.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	147	100.0	5.8	33.6	52.6	8.0	60.6
	4	163	98.8	9.7	36.4	45.5	8.4	53.9
	5	140	98.6	12.8	49.6	30.8	6.8	37.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	168	100.0	11.3	46.3	30.0	12.5	42.5
	4	136	100.0	8.1	42.3	31.7	17.9	49.6
	5	178	100.0	16.7	45.7	23.5	14.2	37.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	147	100.0	8.8	44.5	38.7	8.0	46.7
	4	163	100.0	14.7	39.1	30.1	16.0	46.2
	5	140	100.0	11.9	47.4	23.7	17.0	40.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	168	100.0	23.8	42.5	21.9	11.9	33.8
	4	136	100.0	17.9	40.7	25.2	16.3	41.5
	5	178	100.0	28.4	38.3	15.4	17.9	33.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	147	100.0	17.5	43.1	25.5	13.9	39.4
	4	163	99.4	19.4	36.1	27.1	17.4	44.5
	5	140	99.3	23.1	41.0	16.4	19.4	35.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	168	100.0	7.5	47.5	19.4	25.6	45.0
	4	136	100.0	6.5	51.2	35.8	6.5	42.3
	5	178	100.0	19.8	47.5	19.1	13.6	32.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	147	100.0	5.1	43.8	34.3	16.8	51.1
	4	163	99.4	13.5	38.1	29.7	18.7	48.4
	5	140	99.3	18.7	50.0	16.4	14.9	31.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 972)				
First graders who attended full-day kindergarten	100.0%	Up from 98.6%	100.0%	100.0%
Retention rate	2.2%	Up from 1.7%	1.8%	2.8%
Attendance rate	97.1%	Up from 96.6%	96.8%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	17.1%	Down from 18.7%	18.0%	10.4%
On academic plans	25.4%	N/AV	25.6%	33.6%
On academic probation	7.9%	N/AV	1.1%	1.0%
With disabilities other than speech	5.6%	Up from 2.9%	6.4%	7.5%
Older than usual for grade	0.2%	Down from 0.7%	0.3%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.1%	Up from 0.0%	0.0%	0.0%
Teachers (n= 62)				
Teachers with advanced degrees	64.5%	Up from 55.0%	56.7%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	2.6%	N/A	1.8%	2.4%
Teachers with emergency or provisional certificates	1.7%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	88.7%	Up from 88.5%	89.5%	87.3%
Teacher attendance rate	93.6%	Down from 95.6%	94.9%	94.9%
Average teacher salary	\$43,364	Up 1.3%	\$43,945	\$42,485
Prof. development days/teacher	14.6 days	Down from 15.6 days	11.7 days	13.3 days
School				
Principal's years at school	1.0	Down from 15.0	4.5	4.0
Student-teacher ratio in core subjects	21.6 to 1	Up from 21.3 to 1	20.1 to 1	18.6 to 1
Prime instructional time	89.4%	Down from 90.8%	90.4%	89.7%
Dollars spent per pupil*	\$6,078	Up 5.4%	\$5,924	\$6,557
Percent of expenditures for teacher salaries*	66.2%	Down from 67.5%	66.2%	64.0%
Percent of expenditures for instruction*	68.7%		71.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.4%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.4%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of White Knoll Elementary is to create a safe and nurturing environment where innovative teaching and challenging programs produce academic excellence. We are committed to helping our students reach their fullest potential.

Strong partnerships between community and school are paramount to the success of our students. Our School Improvement Council, Parent Teacher Association, supportive parents and knowledgeable staff work together to make it possible for all students to experience success each day.

Academic achievement is emphasized in our school. White Knoll Elementary was recognized by the Education Oversight Committee for Closing the Achievement Gap between minority and majority groups of students and their economically advantaged or disadvantaged peers.

Teachers identify the strengths and weaknesses of students through formal and informal assessments. Students in grades 2 through 5 were administered the Measures of Academic Progress (MAP) assessment in the fall and spring to assess individual student progress during the school year. Accelerated mathematics instruction is provided for students in fifth grade who meet the criteria. Students needing extra assistance are provided help through a morning tutorial.

Students at White Knoll Elementary also have the opportunity to develop positive character traits. Each month students are recognized for demonstrating good character at a special lunch for Lords and Ladies. Students in kindergarten through the fifth grade participate in guidance activities that focus on building good character. In addition to character education, fourth and fifth-grade students participate in Healing Species, a program designed to enhance social development in children.

We appreciate the support of the Lexington One Board of Trustees and administration, which provides quality educational programs and activities for all of our students. Our strong learning community ensures Winning with Knowledge and Excellence.

Jan Malone, Principal
Steve Hatchell, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	66	110	49
Percent satisfied with learning environment	72.7%	87.0%	85.4%
Percent satisfied with social and physical environment	90.8%	84.4%	89.8%
Percent satisfied with school-home relations	92.4%	87.9%	75.5%

*Only students at the highest elementary school grade level at this school and their parents were included.